



Pearson

Getting Ready to Teach the Pearson Edexcel International GCSE Spanish (9-1) (4SP1) for first assessment in May/June 2019

16IOAL12



Aims and Objectives

- Consider the key changes from 4SP0
- Consider the structure, content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes
- Discuss the speaking assessment, ensuring centre requirements are fully understood
- Explore possible teaching and delivery strategies for the new qualification
- . Learn about the new 9-1 grading scale

Session Agenda

- 16.00 Introduction
- 16.10 Overview of new specification content
- 16.20 Paper 1 Listening: assessment content
- 16.40 Paper 2 Writing: assessment content
- 17.00 Paper 2 Reading: assessment content
- 17.15 Paper 3 Speaking: assessment content
- 17.35 Considering delivery strategies and sharing best practice
- 17.45 The new 9-1 grading system
- 17.50 Any questions?
- 17.58 Support and training
- 18.00 Thanks and finish

Poll to Get to know the delegates

Key changes from 2019

NEW

- Rubrics in the listening, reading and writing examinations will be given only in the target language
- Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer
- Some new sub-topics have been introduced: School rules and pressures, School trips, events and exchanges, Volunteering, Role models and Relationships with family and friends

GONE

- Some sub-topics have been removed.: Religion, Current affairs and social issues

MOVED

- Some sub-topics have been moved and are now tested as part of another Topic Area

The main topic areas

- (A) A Home and abroad
- (B) B Education and employment
- (C) C Personal relationships
- (D) D The world around us
- (E) E Social activities, fitness and health.

Overview of the new specification

Paper

-Listening
Marks: 40

Length of assessment

Examination: 30 minutes
plus 5 minutes reading time

Summary of assessment

Seven recorded extracts in spoken Spanish with an incline of difficulty throughout the paper
Task types include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

Overview of the new specification

Paper

Paper 2
Reading
Marks: 40

Writing
Marks :40

Length of assessment

1hr 45 mins available for the whole paper. Students can divide the time as they wish.

Summary of assessment

Five reading passages in Spanish. One text will be taken from a literary source

Three writing and grammar questions. Questions 6 and 7 require candidates to write 60 – 75 words and 130 -150 words.

Question 8 is a grammar-based task which requires candidates to complete a text with the correct grammatical form of verbs or adjectives.

Overview of the new specification

Paper	Length of assessment	Summary of assessment
Paper 3 Speaking Marks 40	8-10 minutes	In Section A students respond to questions on a picture of their own choice; in Sections B and C candidates take part in a spontaneous discussion. The timing of the tasks is now: Task A: 2 to 3 minutes Task B: 3 to 3 minutes 30 seconds Task C: 3 to 3 minutes 30 seconds.

**Paper 1 A01 –
Understand and
respond, in writing, to
spoken language**

Looking at the SAMs, Paper 1:

Listening Example 1: Please refer to the Sample Assessment Materials - Page 15 –
Question 4. Listen to the Listening examination audio file Spanish SAMs 2017 Question 4
- Mi instituto

¿Qué pasaba antes, qué pasa ahora y que pasará en el futuro? Pon una equis en una casilla solamente, por cada opción.

In this activity students have to decide what has happened, is happening or will happen. This highlights the need to learn verb tenses and vocabulary related to time frames, e.g. han dejado, habrá, ayer, en el futuro .

Looking at the SAMs Paper 1:

Listening Example 2: Please refer to the Sample Assessment Materials - Page 19 –
Question 7. Listen to the Listening examination audio file Spanish SAMs 2017 Question 7

– Los videojuegos

Escucha lo que dicen Jaime y Natalia sobre los videojuegos. Escribe en español los aspectos positivos y los aspectos negativos que mencionan. No necesitas escribir frases completas.

This question, the most demanding in the paper, requires candidates to extract information from an extended piece of recorded Spanish. The challenges lie in selecting the correct information as a positive or negative aspect.

Paper 2 AO2 – Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

Looking at the SAMs, Paper 2:

Writing Example 1:

Please refer to the Sample Assessment Materials - Page 36 – Question 6

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Looking at the SAMs, Paper 2:

Writing Example 2:

Please refer to the Sample Assessment Materials - Page 38 – Question 7 (a)

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When preparing candidates for this task, teachers should guide the students towards the main focus of each bullet point. For example in this task, the bullet points suggest:

- un evento en el parque que produjo mucha basura: a description using the past tense (e.g. a fair/ fun run/ demonstration)
- quién es responsable de limpiar el parque: opinion and justification with reference to the third person
- lo que tú harás para solucionar el problema de la basura: use of future tense or future intent
- tu opinión sobre el reciclaje: opinion and justification.

“How to approach Q8” in Paper 2

Writing Example 2:

Please refer to the Sample Assessment Materials - Page 41 – Question 8

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In preparation for this task, students could be encouraged to:

- read texts and highlight the subject, direct or indirect object
- identify the tense of each verb in a text
- learn the present and imperfect tense of modal verbs e.g. *soler* , *querer*
- learn a list of nouns that have a less than obvious gender (e.g. *la mano*, *el problema*)
- learn short - form adjectives – (apocopated adjectives) *grande* – *gran*, *bueno* - *buen*

**Paper 2 A03 – Understand and
respond, in writing, to written
language**

Looking at the SAMs Paper 2:

Reading Example 1: Please refer to the SAMs Question 1 Page 24: ¡Tu propio canal de YouTube!

Question 1 is the easiest question in the reading paper This is a multiple choice question with four options

Looking at the SAMs Paper 2:

Reading Example 1: Please refer to the SAMs Question 5: La niñez

This question is based on an extract from a literary text and requires no prior knowledge of the text and is not based on literary understanding

The question requiring answers written in Spanish is marked for comprehension only.

Teachers should prepare students by encouraging them to read the whole passage and think about the overall meaning before answering individual questions.

Suggested additional activity:

Inference

Inference may be required at some point within the reading examination.

For those students needing to review this skill, the following activity may be helpful:

- . -Give a definition of inference in their mother tongue: e.g. An opinion made or a conclusion reached based on the information you have.
- . -Give examples
- . .Ask students to match up definitions + terms in their mother tongue, e.g. Determined – Nothing ever stood in his way.
- . - Do the same exercise as above in Spanish

**AO4 – Communicate in speech,
showing knowledge of a range of
vocabulary in common usage
and of the grammar and
structures prescribed in the
specification, and using them
accurately.**

The format of the assessment.

Task A is a discussion based on a picture which the student has chosen.

Tasks B and C test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C.

* Please refer to the Specification page 22

The speaking assessment is conducted internally and is externally assessed.

The assessment must be conducted entirely in Spanish.

Students must complete all three tasks in consecutive order.

The assessment must be conducted in one continuous session.

All tests must be recorded.

Task A

Teachers must prepare five questions to ask each student about their chosen picture, but must not share these questions with students before the test. Teachers must ensure they ask each student one question from each of the following types.

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture.

Question type 3: Past or future hypothesis This question must ask the candidate to imagine a possible past or potential future event relating to the picture

Question type 4: Opinions about the picture This question elicits the candidate's opinions on the picture and the topic.

Question type 5: Evaluation. This question will move away from the content of the picture and exploit the wider topic area.

Task A

- Teachers should ask the five questions in the order they are given in the previous slide.
- Each question should normally be asked only once. However, questions may be repeated, but not rephrased.
- In order to enable candidates to develop their responses teacher/ examiners are allowed to use prompts for questions. Only the following three prompts may be used.
 - ¿Por qué (no)? — Why (not)?
 - ¿Algo más? — Anything else?
 - ¿Esto es todo? — Is that all?
- There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

What to do when selecting a picture

Students should take care selecting a suitable picture which will allow for a variety of different approaches to be taken in the test and which relates directly to the chosen Topic Area.

When choosing the picture they should:

- Ensure there is more than one person
- Ensure you can describe the people in the picture and what they are doing
- Ensure there are objects (e.g. luggage, books, phones) that you can relate to activities
- Select a picture in which the people are interacting (e.g. eating together, opening presents, playing in a team)
- Think about what has happened beforehand and what might happen later • Make links with the picture and the wider Topic Area

Tasks B and C

For each conversation (Tasks B and C) teachers/examiners should:

- ask open questions
- ask questions at a level appropriate to the candidate's ability
- link each question to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

Interaction and spontaneity

What is spontaneous speaking?

Spontaneous talk is unscripted speech, in which teachers do not know exactly what language students will produce, and vice versa. The speaker, student or teacher, has something to say only as a result of having heard and understood what has been said to him/her. Spontaneous talk is therefore **both** listening and speaking; it is communicative language use, as distinct from language rehearsal.

Teachers should prepare their students to interact naturally in Spanish rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students.

Considering delivery strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

The new 9-1 grading system

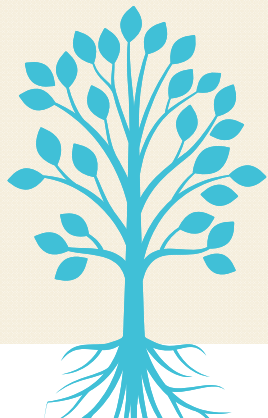
9-1 grading scale

Awarding

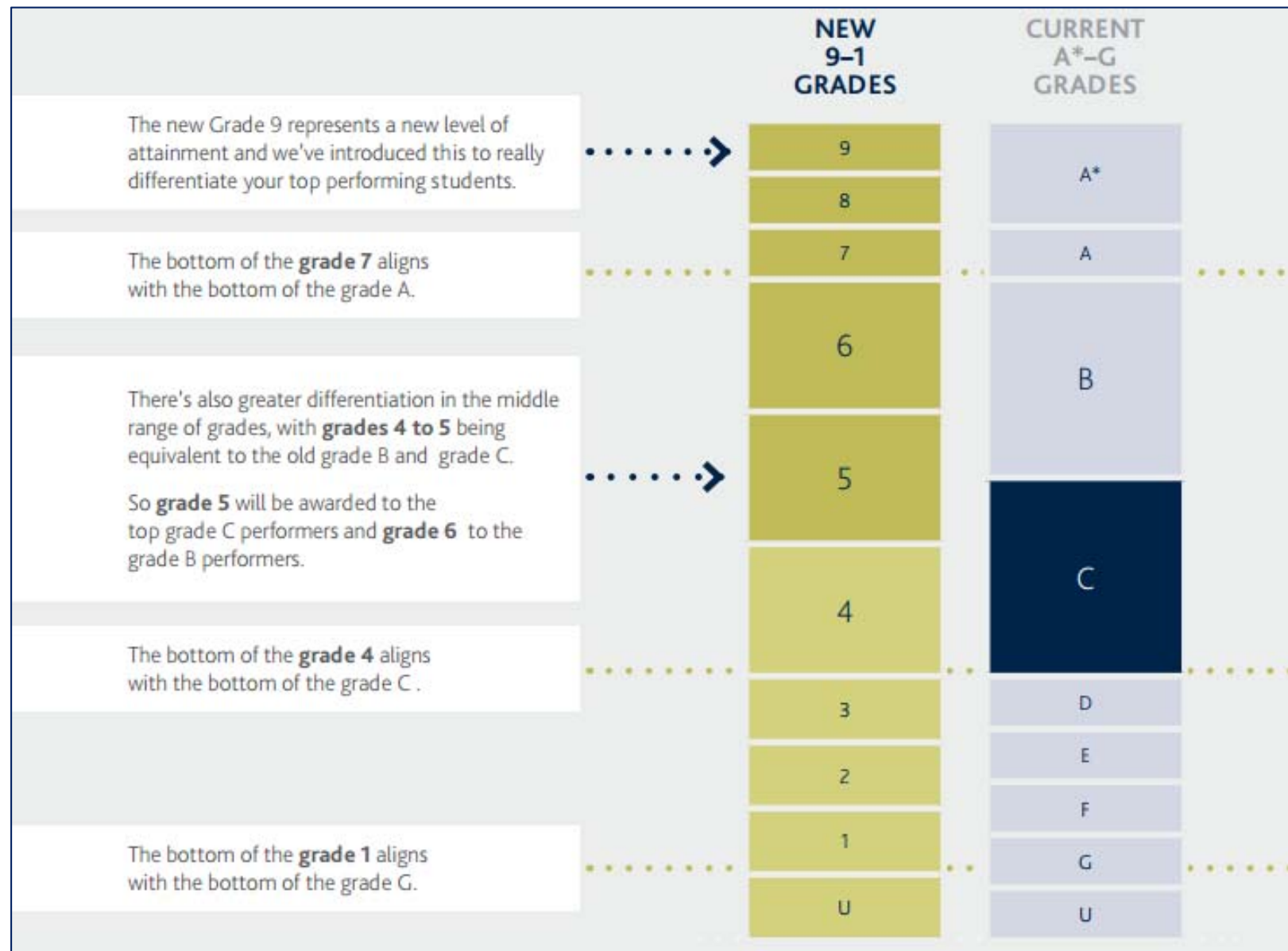
- Grading system changing but commitment to awarding grades that accurately reflect learner exam performance remains the same.
- Set new grade boundaries – minimum number of marks needed to achieve each grade – for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment
- Rewards truly outstanding achievement
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 Scale



Any questions?

Support overview

edexcel 

Getting Started
Guide & Scheme
of Work

Subject Advisor

Results Plus

Regional
Support
Manager

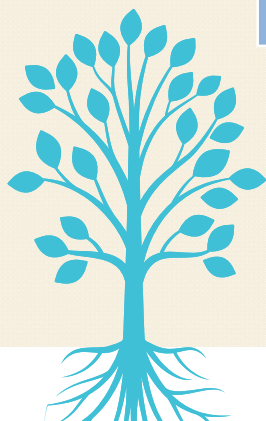
Curriculum
Matched
Publishing

Exemplar
Marked
Responses

MFL oral
examination
guide

Additional SAMs

Exam Wizard



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



Support

For more information, please contact subject advisors, subjects pages/communities and ask the expert.

[Click here to go to "Contact Us" Webpage](#)

<http://qualifications.pearson.com/en/support/support-for-you/teachers/contact-us.html>

Paid-For Published Resources

Hodder Education

Stretch and support your students with a differentiated approach to the Edexcel International GCSE courses, ensuring they have the key skills and knowledge to progress through the GCSE and beyond.

- Develop students' four key skills with a variety of topical stimulus material
 - Ensure students are prepared for the exam with exam style exercises and differentiated exam corners, containing top tips and sample answers throughout.
 - Teach and practice grammar using a step-by-step approach, with each spread focussing on one grammar point
 - Stretch more able pupils and encourage the progression required for further study at a level with activities.
 - Enhance students' cultural and international awareness with magazine sections throughout to provide variety and a different perspective
 - Support content from the Student's Book with recordings and transcripts on the Teacher's Resource and Audio CDs, as well as answers, teacher notes and editable vocabulary lists. This material can also be purchased as part of the Dynamic Learning platform.

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the evaluation form that you'll
receive via e-mail in a few minutes.*

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>

ALWAYS LEARNING